Pupil Premium Spending Review 2024-25

BROWNEDGE ST MARY'S CATHOLIC HIGH SCHOOL
'Let your light shine'

School Overview

Metric	Data
School name	Brownedge St Mary's Catholic High School
Pupils in school	760
Proportion of disadvantaged pupils	23.4%
Academic year or years covered by statement	2024-25
Publish date	24/10/2025
Statement authorised by	Nicola Oddie (Headteacher)
Pupil premium lead	Catherine Godbold (Senior Deputy Headteacher)
Governor lead	Frances Fordyce (Chair of Governors)

Disadvantaged Pupil Performance Overview
2025 GCSE Results

We are not able to calculate Progress 8 scores for academic years 2024/25 and 2025/26. This is because there is no KS2 assessment data available to calculate the baseline for Progress 8 for these years due to Covid-19 disruption. We are also unable to show results broken down by prior attainment. Attainment measures show how pupils have performed in tests and assessments but do not take pupils' starting points into account.

	2025	2024	2023
No. of pupils	34 (23.4%)	48 (38.3%)	42 (28.2%)
Attainment 8 score	32.4	32.9	31.13
Grade 5 or above in English & Maths	8.8%	25%	16.7%
Grade 4 or above in English & Maths	35.3%	41.7%	33.3%
Achieving EBacc at grade 5 or above	5.9%	2.1%	4.8%
Achieving EBacc at grade 4 or above	17.6%	2.1%	7.1%
Entering EBacc	20.6%	6.3%	7.1%
EBacc Average Point Score (APS)	2.77	2.79	2.61

TEACHING	
Planned Actions	**Impact**
CPD for HoF and all staff to include curriculum development in line with the Ofsted framework by developing metacognition, retrieval practice and self regulation skills throughout the KS3 and KS4 curriculum. Develop Quality Assurance Strategies to improve the amount of Quality First Teaching	Further embedding of CPD has ensured a consistent, research-informed approach to curriculum development in line with the Ofsted framework. This has been achieved by modelling effective CPD at whole-school level and training middle leaders to plan and progress professional learning through our four-stage approach. The focus on adaptive teaching pedagogy—linking metacognition, retrieval practice, and self-regulation strategies across KS3 and KS4—has been directly informed by learning deficits identified through faculty QLA and outcome analysis. This targeted approach has sharpened the focus of faculty PCK, enhancing the quality of provision and strengthening middle leaders' ability to drive subject-specific pedagogy and curriculum intent. Whole-school CPD continues to inform and underpin faculty-based pedagogical development, and this work has been recognised as good practice through external reviews and the Ofsted inspection in May 2025, evidencing its impact on the overall quality of teaching and learning. In parallel, the development of faculty Quality Assurance processes through a suite of MQTLs—implemented with higher frequency and transparency—has strengthened professional dialogue and collaboration, further enhancing classroom practice. The collaborative development of the curriculum has deepened teachers' understanding of knowledge progression and ensured pupils benefit from regular, well-structured retrieval practice, supporting disadvantaged learners to retain and apply key knowledge. Additionally, the evolution of the PPE programme has equipped Year 11 pupils with self-regulation and organisational skills, improving exam readiness and independence, as confirmed through outcomes data and pupil and parent voice. Our whole-school CPD model is designed around the EEF recommendations for effective practice. In 2023–24, the focus on developing PCK within faculties has strengthened understanding of curriculum progression and design while enhancing pedagogical routines in the classroom. This has led to improved outcomes for PP pupils in GCSEs and internal assessments. Staff now increasingly using QLA to inform teacher development, which is quality-assured through annual governor reports and deeper scrutiny where required. This process has increased distributed leadership of CPD and empowered middle leaders to drive improvement. External CPD opportunities have supported this journey, providing additional mechanisms for professional growth and QA. The overall impact is evident in the improved GCSE outcomes for PP pupils across multiple subjects, as detailed in the outcomes table below.
Use of GL assessments to benchmark pupils and measure impact of interventions	The school's GL assessments, including NGRT contribute to the smooth transition from primary, inform curriculum planning, and guide pupil passports and targeted interventions. Data is analysed and shared with staff to ensure high-quality first teaching (QFT) is challenging and tailored to pupil needs. Where additional support is required, strategies such as bespoke interventions, SEN screening, and individual pupil passports are implemented. This assessment-led approach underpins adaptive teaching, allowing instruction and resources to respond to pupil need, as validated by external review and Ofsted. The impact is evident in improved reading ages, equitable access to the curriculum, and high-quality teaching, with gaps between pupil premium and non-pupil premium learners closing because of targeted, evidence-informed interventions.

Development of our whole school reading strategy involving: Reading in Subjects Reading independently for pleasure and Reading Enrichment Support for struggling readers	The school's reading strategy has been further embedded during 2024–25 to ensure greater consistency in the teaching of reading across all subjects. Through a structured programme of continuing professional development (CPD), all staff have been equipped as 'Teachers of Reading', confidently applying the whole-school reading approaches — Read It Twice and the Three-Step Approach — within their subject disciplines. All pupils undertake NGRT assessments, with outcomes analysed and shared with teachers to inform curriculum planning, resource allocation, and targeted support. This ensures that reading development is systematically addressed through high-quality first teaching (QFT) in every classroom. To enhance engagement and develop reading fluency, the Register and Read programme ensures that all pupils participate in 40 minutes of structured, high-quality reading each week. Pupils access a broad range of fiction and non-fiction texts, supporting cultural capital development, vocabulary acquisition, and confidence in reading for both learning and pleasure. The impact of this embedded approach is evident in NGRT outcomes, which show significant improvement across all pupil groups between 2024 and 2025. The proportion of PP pupils achieving expected or higher progress increased from 65.96% to 85.04%, while non-PP pupils rose from 74.60% to 87.30%, effectively narrowing the attainment gap. Furthermore, PP pupils making higher than expected progress increased from 25.48% to 44.88%, and the proportion of pupils below expected progress fell from 22.78% to 14.17%, demonstrating the strong impact of targeted interventions and the consistent, school-wide approach to reading. See Reading data table below.
Employment of additional teacher to support English provision and help close gaps for those most affected by the impact of partial closures.	Following a lengthy recruitment process, an additional member of staff was employed. This, however, was short lived. We have since again struggled to appoint a suitable part-time specialist.
Improved literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	CPD thread for reading revisited, supporting a WS reading strategy. Teaching Assistants also trained on the mechanics of morphemic instruction and Lexonic, as a tool for supporting pupils in class or one-to-one with spelling and vocabulary reading. NGRT testing between Summer 2024 and Summer 2025 shows positive reading improvement across all groups and subgroups, within all year groups. Sparx Reader ongoing as a core home learning task from the English department. Rewards and certificates provided across the year for those engaging with this positively. The Library has also had significant investment in fiction and non-fiction books, with a formal Library launch in November 2024. All Year 7 as a cohort were provided with a library transition session during the autumn term to learn the logistics and resources available in the Library space. All Year 7 pupils received a free book, in line with the Book Trust and their initiative 'Book Buzz.' Pupil feedback was extremely positive. Register and Read, delivered to all forms, including all those with SEND and PP, which offered a whole text in the Autumn Term, non-fiction for Spring, and a mixture of audio reading, poetry and fiction in Summer. This was all with the aim to widen their repertoire for reading. All pupils, particulalry those in in Year 6 and Year 7 were given the opportunity to take part in our wider reading for pleasure challenge - 'Read 6 in 6'. All pupils who took part (34) were given a certificate and free fiction book as reward.

	Handwriting and presentation standards across the school to ensure a consistent approach. Posters as visual and it is in the staff handbook as guidance.
Enhancing of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. Funding teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).	Mr Hill, 2nd in maths attended 8 CPD sessions with the LCC Maths Hub. PCK was then disseminated across the maths faculty. Impact of training has informed curriculum design and implementation as evidenced through lesson observations and pupil voice.
Engaging in NPQs and having staff who are delivering the Early Career Framework.	One member of staff completed NPQ qualification in 2024-25. This focussed on Teaching and Learning and supported strategies to engage our DAP cohort in Maths pedagogy. Additionally, two ECTs Year 1 and 3 ECTs in the ECT Year 2 engaged in training in to support their knowledge and development of QFT, in line with the NCF. Equally, induction mentors have been trained to also support their development in their classroom practice through instructional coaching. The impact of training is the successful completion and sign off of all ECTs, with our 2 Year 1 ECT progressing to year two.
TARGETED STRATEGIES	
Planned Actions	**Impact**
Specialist teaching for identified pupils in reading and those with EAL	The early and precise identification of pupils who require additional support to become skilled and confident readers enables the implementation of a targeted and responsive reading programme, tailored to individual needs. Interventions include the Lexonik and IDL Literacy programmes, with pupil premium (PP) pupils prioritised for access to these initiatives. Pupil progress within these programmes is very strong, with participants in the advanced strand achieving an average improvement of 48 months, and no attainment gap evident between PP and non-PP pupils. Impact is measured annually through NGRT assessments, which demonstrate no statistically significant difference between PP and non-PP pupils. Furthermore, there has been an increase in the proportion of pupils achieving at or above the Expected standard compared with 2024. See data table below.
Year 11 Intervention Programme	74.2% of Year 11 Pupil Premium pupils regularly attended Period 6 sessions across a range of subjects, receiving targeted support to consolidate learning and prepare effectively for external examinations. 59% also attended Easter School, with participation in both interventions increasing from 2024. Sustained home contact between the Pupil Premium Officer and parents had a significant impact, resulting in a marked rise in parental attendance at information and progress evenings, strengthening the partnership between home and school to support pupil achievement.

	Year 11		Year 10		Year 9		Year 8		Year 7	
	All	PP	All	PP	All	PP	All	PP	All	PP
Parents' Evening 2023-24	68%	46%	66%	45%	73%	45%	63%	35%	69%	49%
Parents' Evening 2024-25	78%	61%	76%	54%	81%	61%	71%	44%	76%	53%

One-to-one Tutoring. Bespoke online tutoring for disadvantaged and vulnerable pupils	35% PP Year 11 pupils regularly accessed additional maths tutoring through MyTutor, providing them with an hour of 1-1 maths tuition per week. GCSE results evidence the impact of this provision, with two pupils recording an increase of two grades in Maths from PPE to GCSE. The average grade increase across the group of PP Year 11 pupils who accessed maths tutoring was +0.3.
Enable all disadvantaged pupils to access the curriculum as much as possible through the provision of Homework Club and Breakfast Club.	15% of Pupil Premium pupils regularly attended Homework Club following targeted identification, helping to develop independent learning skills and improve homework completion. 48% accessed Breakfast Club, up from 44% in 2023-24, supporting improved attendance and punctuality. Many Pupil Premium pupils have responsibility for younger siblings, making attendance more challenging. For these pupils, access to breakfast and homework clubs provides vital practical and emotional support, promoting engagement, stability, and readiness to learn.

WIDER STRATEGIES

Planned Actions	**Impact**
Embedding principles of good practice set out in DfE's Improving School Attendance advice.	Pupil Premium attendance has continued to remain broadly in line with national averages (FFT data). At the end of 2023–24, attendance for Pupil Premium pupils was 86.3%, compared to the FFT national average of 85.4%. In 2024–25, attendance dipped slightly to 85.5%, with the FFT national average rising to 86.2%. Persistent absence among Pupil Premium pupils has continued to improve year on year. In 2023–24, the Pupil Premium persistent absence rate was 42%, compared with the FFT national average of 45%. In 2024–25, this further reduced to 40.4%, compared with 41.9% nationally. This represents a steady improvement in the number of disadvantaged pupils attending school regularly. Looking ahead to 2025–26, the current Year 11 cohort will be closely monitored, as this group has a two-year history of poor attendance. Targeted mentoring and early intervention strategies will continue to be used to improve consistency in attendance patterns. The profile of good attendance has been further raised through the school's reward system, which celebrates pupils who maintain strong attendance. For example: • 47% of Pupil Premium pupils in Years 7–9 were eligible for the summer rewards trip • 40% in Years 7–10 qualified for the Easter trip • 37% in Years 7-10 were eligible for the Christmas rewards event These incentives continue to promote positive attendance habits and recognise sustained commitment to learning across the school community.
Continue to enhance pastoral support available to pupils including counselling, Intervention mentoring and behaviour support, lay chaplain	During 2024–25, 74% of Pupil Premium pupils accessed some form of targeted intervention or support from the wide range of services available within school. The impact of this work is evident in improved behaviour and attendance patterns among Pupil Premium pupils. Pupil voice feedback also highlights the positive difference this support has made, particularly for pupils with complex emotional and social needs. The school continues to strengthen its pastoral provision, with ongoing work to embed the new Designated Safeguarding Lead (DSL) in their dual role as Senior Mental Health Practitioner, ensuring that mental health support is fully integrated across the school community. In addition to in-school provision, a range of external agencies have provided specialist support, including Compass Bloom, Kooth, Caritas, Safer Neighbourhood Policing, the ASB Intervention Team, the WWUD Project, The Cells Project, and the Natural High initiative. These partnerships have enhanced the breadth and quality of

	support available, ensuring pupils receive timely and appropriate help for their individual needs.
Ensure those most disaffected benefit from Work Related Learning and bespoke external provision	In 2024-25, 4 PP year 11 pupils (potential NEETs) accessed alternative pathway curriculum at Preston college with 100% successful progression. 3 pupils continued their education at Preston College, with the remaining pupil pursuing a course at another college. In 2024–25, 63% of Year 10 Pupil Premium pupils engaged with external work-related learning placements through the school's annual work experience programme. The remaining pupils who did not attend an external placement took part in a series of in-school career development activities, including employer-led workshops, enterprise challenges, careers carousel sessions, mock interviews, and workplace skills projects. These activities were designed to develop pupils' understanding of different employment sectors, enhance employability skills such as teamwork and communication, and raise aspirations for post-16 pathways
Ensure Careers provision is developed to ensure all pupils have a realistic awareness of future career plans and how to get there.	All pupils in Years 10 and 11 received at least one individual CEIAG meeting with a Level 6 qualified advisor, with many benefiting from multiple sessions. Disadvantaged pupils were prioritised to ensure they received tailored guidance and additional follow-up support. Careers education was further embedded through workshops, assemblies, Learning for Life lessons, and access to practical resources such as CV templates and interview preparation materials. The impact of this targeted provision is evident: all disadvantaged Year 11 pupils received an offer of a college or apprenticeship place. Current destinations data shows that 94% of Pupil Premium pupils are in education, employment or training, with destinations for the remaining 6% (2 pupils) still to be confirmed. 93% of pupils surveyed agreed they had been well supported with their plans for after they leave school.
Planned programme of enrichment (including CASEO, Interhouse, DofE and Educational Visits)	This year, 88% of the overall Pupil Premium cohort attended a CASEO club, a significant rise from 53% in 2024, reflecting the school's commitment to ensuring that all pupils, regardless of background, can access the full breadth of enrichment opportunities available. A comprehensive tracking system is used to monitor participation and ensure that disadvantaged pupils are represented on educational and careers visits. This approach has provided several pupils with additional access to experiences with post-16 providers and employers beyond those offered to all pupils, helping to raise aspirations and broaden future pathways. All Year 9 Pupil Premium pupils were offered free access to the Duke of Edinburgh Award programme, with 71% taking up the provision. This means that across Years 9, 10 and 11, a total of 111 Pupil Premium pupils are currently participating in the DofE scheme. This opportunity enables pupils to build resilience, teamwork and leadership skills while developing a sense of personal achievement and belonging beyond the classroom.
Regular monitoring of behaviour concerns to identify further inventions necessary for disadvantaged pupils.	A number of Pupil Premium pupils continued to receive regular informal mentoring from the behaviour team. These sessions focused on reflection and self-regulation through activities such as behaviour journals, mentoring charts, and restorative conversations. Thorough analysis of behaviour data—including internal and external suspensions, as well as senior staff callouts—enables the school to track patterns and identify emerging concerns promptly. This evidence-based approach allows targeted interventions to be implemented where needed, addressing issues such as vaping or the use of abusive language. Findings from behaviour analysis are reported regularly to governors as part of the school's quality assurance processes. The school also

	works closely with Lancashire County Council and external agencies to support pupils with emerging or persistent behaviour patterns, ensuring a joined-up approach that promotes consistency, accountability, and pupil wellbeing.
Ensure all disadvantaged pupils have access to materials necessary to support learning and demonstrate progress.	All disadvantaged pupils in Year 11 were provided with revision guides for each subject, a scientific calculator and an exam pack of stationary, with access to further materials as required. 100% of Year 11 pupils surveyed agreed they had access to the resources they needed to revise and prepare for their exams. 86% agreed they had been well supported during Year 11.
Ensure all Year 6 disadvantaged pupils transition to school well, providing additional support prior and on entry to school	Transition programmes continued to play a key role in supporting Pupil Premium pupils as they moved from primary to secondary school. These included two induction days, targeted SEN visits, and additional sessions for those identified as needing extra emotional or social support. In addition, taster days and subject-specific workshops in Maths, Design Technology, PE, Modern Foreign Languages, and Computing were offered to Year 5 pupils throughout the spring term. Structured visits to partner primary schools further enhanced this process, enabling staff to gather detailed information on attendance, behaviour, and SEND needs ahead of transition. This early insight ensured that appropriate support could be planned in advance. All Year 6 pupils completed CATs and reading assessments prior to or shortly after joining Year 7. The data from these assessments, alongside information from primary colleagues, was shared with teaching and pastoral staff to support adaptive teaching, targeted intervention, and early identification of need. These measures ensure that barriers to learning are understood early and that teaching is responsive to individual starting points, helping Pupil Premium pupils to settle quickly and make positive progress.

Outcomes for Pupil Premium Pupils 2024-25

GCSE Attainment

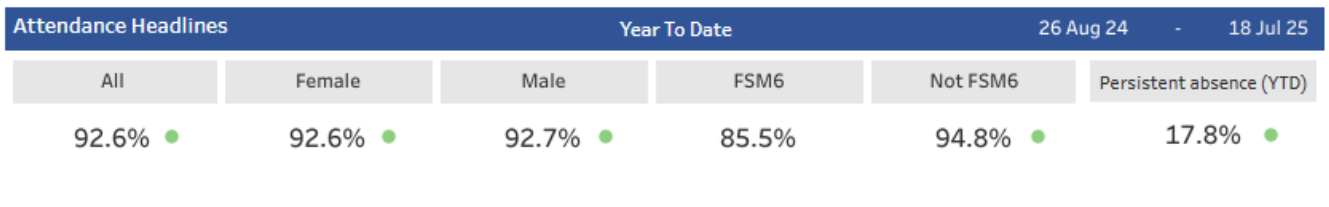
	A8			Basics 4+ Eng & Maths			Basics 5+ Eng & Maths		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
All	44.5	44.43	46.1	63.3	63.6	64.8	46	46.2	40.7
Non PP	48.3	50.7	50.30	72.5	75.6	72.8	55	57.3	49.1
PP	34.2	34.2	32.40	39	44	35.5	22	28	9.7

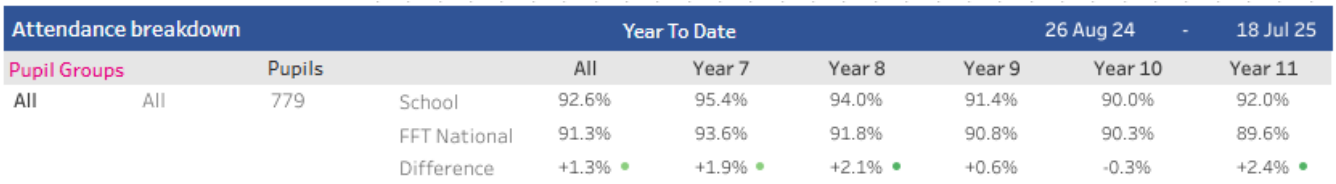
Attainment Buckets	2025
A8 PP	32.4
A8 nPP	50.3
A8 En PP	7.1
A8 En nPP	10.3
A8 Ma PP	6.1
A8 Ma nPP	9.8
A8 EBac PP	9.2
A8 EBac nPP	15.1
A8 Op PP	10.0
A8 Op nPP	15.0

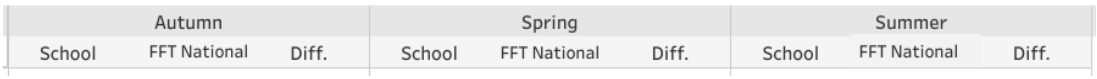
Reading Data

		Below Expected Progress		At Expected Progress		Higher than Expected Progress		At expected or higher progress	
		2024	2025	2024	2025	2024	2025	2024	2025
Whole School	All	20.93%	13.01%	47.54%	42.39%	26.20%	44.54%	73.74%	86.93%
	PP	22.78%	14.17%	40.48%	40.16%	25.48%	44.88%	65.96%	85.04%
	NPP	20.22%	12.70%	48.24%	42.96%	26.36%	44.34%	74.60%	87.30%

Attendance Data







FSM6	FSM6	87.0%	87.4%	-0.4%	84.3%	85.8%	-1.5%	84.7%	84.9%	-0.2%
	Not FSM6	95.1%	93.9%	+1.2%	94.7%	93.2%	+1.5%	94.3%	92.6%	+1.8%

Persistent Absence Data

